

## Conway Elementary

1101 Snowhill Drive  
Conway, SC 29526

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	779 Students	
<b>Principal</b>	Maquitta Davis	843-488-0696
<b>Superintendent</b>	Dr. Bobby Nalley, Acting Superintendent	843-488-6700
<b>Board Chair</b>	Will Garland	843-358-8002

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	27	64	4	0

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Good	Below Average	No
<b>2004</b>	Good	Good	Yes
<b>2005</b>	Good	Below Average	Yes
<b>2006</b>	Good	Below Average	Yes

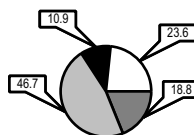
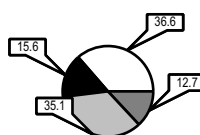
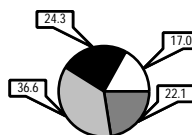
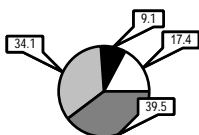
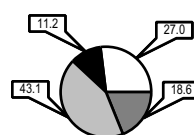
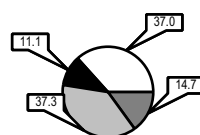
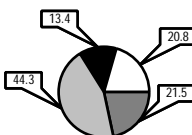
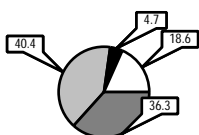
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.4%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	295	100.0	17.4	34.1	39.5	9.1	60.5	Yes	Yes
<b>Gender</b>									
Male	157	100.0	22.6	34.9	36.3	6.2	50.7	N/A	N/A
Female	138	100.0	11.5	33.1	43.1	12.3	71.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	141	100.0	9.7	16.4	57.5	16.4	80.6	Yes	Yes
African American	144	100.0	25.6	50.4	21.8	2.3	40.6	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	253	100.0	12.2	34.2	43.0	10.5	65.8	N/A	N/A
Disabled	42	100.0	48.7	33.3	17.9	0.0	28.2	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	17.4	34.1	39.5	9.1	60.5	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	294	100.0	17.5	33.8	39.6	9.1	60.7	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	179	100.0	25.3	45.7	26.5	2.5	44.4	Yes	Yes
Full-pay meals	116	100.0	6.1	17.5	57.9	18.4	83.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	295	100.0	17.0	36.6	22.1	24.3	58.0	Yes	Yes
<b>Gender</b>									
Male	157	100.0	19.2	39.0	19.9	21.9	57.5	N/A	N/A
Female	138	100.0	14.6	33.8	24.6	26.9	58.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	141	100.0	9.0	27.6	22.4	41.0	73.9	Yes	Yes
African American	144	100.0	26.3	45.9	20.3	7.5	41.4	Yes	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	253	100.0	9.7	37.1	24.9	28.3	64.1	N/A	N/A
Disabled	42	100.0	61.5	33.3	5.1	0.0	20.5	I/S	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	17.0	36.6	22.1	24.3	58.0	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	294	100.0	17.1	36.4	22.2	24.4	58.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	179	100.0	25.9	45.1	17.9	11.1	42.6	Yes	Yes
Full-pay meals	116	100.0	4.4	24.6	28.1	43.0	79.8	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	295	100.0	36.6	35.1	12.7	15.6	28.3
<b>Gender</b>							
Male	157	100.0	39.0	29.5	13.0	18.5	31.5
Female	138	100.0	33.8	41.5	12.3	12.3	24.6
<b>Racial/Ethnic Group</b>							
White	141	100.0	21.6	31.3	18.7	28.4	47.0
African American	144	100.0	53.4	37.6	6.8	2.3	9.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	253	100.0	31.2	36.3	14.3	18.1	32.5
Disabled	42	100.0	69.2	28.2	2.6	0.0	2.6
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	36.6	35.1	12.7	15.6	28.3
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	294	100.0	36.7	34.9	12.7	15.6	28.4
<b>Socio-Economic Status</b>							
Subsidized meals	179	100.0	49.4	35.2	8.6	6.8	15.4
Full-pay meals	116	100.0	18.4	35.1	18.4	28.1	46.5

<b>Social Studies</b>							
All Students	295	100.0	23.6	46.7	18.8	10.9	29.7
<b>Gender</b>							
Male	157	100.0	21.2	46.6	21.2	11.0	32.2
Female	138	100.0	26.2	46.9	16.2	10.8	26.9
<b>Racial/Ethnic Group</b>							
White	141	100.0	15.7	40.3	26.1	17.9	44.0
African American	144	100.0	32.3	52.6	12.0	3.0	15.0
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	253	100.0	19.0	48.1	20.7	12.2	32.9
Disabled	42	100.0	51.3	38.5	7.7	2.6	10.3
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	295	100.0	23.6	46.7	18.8	10.9	29.7
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	294	100.0	23.6	46.5	18.9	10.9	29.8
<b>Socio-Economic Status</b>							
Subsidized meals	179	100.0	32.7	52.5	9.3	5.6	14.8
Full-pay meals	116	100.0	10.5	38.6	32.5	18.4	50.9

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	112	100.0	3.7	27.1	58.9	10.3	69.2
	4	95	100.0	9.9	42.9	40.7	6.6	47.3
	5	104	100.0	14.3	51.0	32.7	2.0	34.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	18.8	30.6	43.5	7.1	50.6
	4	105	100.0	12.0	38.0	39.0	11.0	50.0
	5	95	100.0	22.0	33.0	36.3	8.8	45.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	112	100.0	14.0	51.4	23.4	11.2	34.6
	4	95	100.0	15.4	28.6	22.0	34.1	56.0
	5	104	100.0	16.3	48.0	19.4	16.3	35.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	16.5	45.9	24.7	12.9	37.6
	4	105	100.0	15.0	27.0	25.0	33.0	58.0
	5	95	100.0	19.8	38.5	16.5	25.3	41.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	112	100.0	29.9	46.7	17.8	5.6	23.4
	4	95	100.0	28.6	31.9	23.1	16.5	39.6
	5	104	100.0	37.8	35.7	16.3	10.2	26.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	44.7	37.6	12.9	4.7	17.6
	4	105	100.0	27.0	44.0	16.0	13.0	29.0
	5	95	100.0	39.6	23.1	8.8	28.6	37.4
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	112	100.0	15.9	54.2	19.6	10.3	29.9
	4	95	100.0	18.7	38.5	20.9	22.0	42.9
	5	104	100.0	28.6	48.0	11.2	12.2	23.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	95	100.0	17.6	55.3	20.0	7.1	27.1
	4	105	100.0	18.0	50.0	22.0	10.0	32.0
	5	95	100.0	35.2	35.2	14.3	15.4	29.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 779)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 91.0%	100.0%	100.0%
Retention rate	1.5%	Down from 1.8%	2.7%	2.8%
Attendance rate	96.3%	No change	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.1%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.8%	0.0%	0.0%
Eligible for gifted and talented	26.1%	Down from 26.6%	11.1%	10.4%
On academic plans	35.8%	N/AV	36.6%	33.6%
On academic probation	0.0%	N/AV	1.7%	1.0%
With disabilities other than speech	6.3%	Down from 9.8%	8.2%	7.5%
Older than usual for grade	0.3%	Up from 0.2%	0.8%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Up from 0.3%	0.0%	0.0%
<b>Teachers (n= 54)</b>				
Teachers with advanced degrees	51.9%	Down from 53.3%	55.0%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	18.8%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	2.3%	Down from 2.7%	0.0%	0.0%
Teachers returning from previous year	89.3%	Up from 88.4%	88.5%	87.3%
Teacher attendance rate	95.4%	Up from 94.7%	94.8%	94.9%
Average teacher salary	\$43,733	Down 2.6%	\$42,518	\$42,485
Prof. development days/teacher	9.0 days	Up from 7.2 days	14.0 days	13.3 days
<b>School</b>				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 18.2 to 1	18.3 to 1	18.6 to 1
Prime instructional time	90.5%	Up from 90.3%	89.5%	89.7%
Dollars spent per pupil*	\$6,979	Down 1.0%	\$6,339	\$6,557
Percent of expenditures for teacher salaries*	65.0%	Down from 67.0%	63.7%	64.0%
Percent of expenditures for instruction*	69.3%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	12.9%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	9.0%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Conway Elementary School is located in the heart of town and serves as a community school where students in pre-school through fifth grade receive challenging and meaningful instruction from highly qualified teachers. The 2005-06 year began with some successes and challenges. We received the Palmetto Gold Award from the state department for meeting AYP (Adequate Yearly Progress). CES was also recognized by the Education Oversight Committee for closing the achievement gap. The instructional staff determined that increasing reading comprehension and math skills were instructional priorities for the year. As a result, teachers participated in professional growth and collaborative planning activities with a focus on comprehension strategies. The continuation of an early reading intervention program in kindergarten and first grades was reinforced with a tutorial component. Students in grades 3-5 received reading and math instruction through achievement groups. Groups were determined by MAP results, teacher observations and other data, and were considered flexible in that a student could move into a different group according to academic needs. The implementation of resource inclusion also helped with making our groups more fluid. Title I and local funds continue to support training for staff and instructional materials for our teachers and children.

The staff and Conway community share the mission to provide all children opportunities to excel in academics and in personal and social areas. The PTO worked collaboratively with the staff to provide parenting workshops and activities that brought many parents and grandparents to our school. Coastal Carolina University students provided a mentor program for identified fourth and fifth grade students. The CCU mentors met weekly with students and also planned events with them at the university to expose the students to college life. Other community and service-related activities included Jump Rope for Heart, American Red Cross Blood Drive, HTC recycling, CAP food drive, Relay for Life, Street Reach, Pennies for Patients and Box Tops for Education. Our students are fortunate to participate in activities sponsored by the Conway Recreation Department, often housed in Conway Elementary's gymnasium. The students enjoyed an enrichment of the arts through many activities: one week with visiting artist, participation in chorus and field day activities and guest speakers.

Conway Elementary is a safe school where every child is challenged academically and appreciated personally. It is the mission of the school to continue to strive for excellence and to assure that all students reach their academic potential.

Maquitta Davis, Principal 2005-06

Stephanie Fleming, School Improvement Council Chairperson, 2005-06

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	46	82	48
<b>Percent satisfied with learning environment</b>	97.8%	92.5%	93.5%
<b>Percent satisfied with social and physical environment</b>	100.0%	90.2%	88.9%
<b>Percent satisfied with school-home relations</b>	89.1%	91.3%	85.1%

\*Only students at the highest elementary school grade level at this school and their parents were included.